|  |  |  |  |
| --- | --- | --- | --- |
| **Content Area** | **6th grade Social Studies** | | |
| **Grade/Course** | **6th** | | |
| **Unit of Study** | **Introduction to Europe; Environmental Issues in Europe** | | |
| **Instructional Period** | **6th Social Studies** | | |
| **Insert a standard(s) below (include code). HIGHLIGHT the SKILLS that students need to be able to do and UNDERLINE the CONCEPTS that students need to know.** | | | |
| **SS6G8 The student will be able to locate selected features of Europe.**  a. Locate on a world and regional political-physical map: the **Danube River**, **Rhine River**, **English Channel**, **Mediterranean Sea**, **European Plain**, the **Alps**, **Pyrenees**, **Ural** Mountains, **Iberian Peninsula**, and **Scandinavian Peninsula**.  b. Locate on a world and regional political-physical map the countries of **Belgium**, **France**, **Germany**, **Italy**, **Poland**, **Russia**, **Spain**, **Ukraine**, and **United Kingdom**.  SS6G9: The student will discuss environmental issues in Europe. A. Explain the major concerns of Europeans regarding the issues such as acid rain in Germany, air pollution in the United Kingdom, and the nuclear disaster in Chernobyl, Ukraine. | | | |
| **List Behaviors**  **(what students should be able to do; focus on verbs)** | **List Content**  **(what students should know; focus on concepts)** | **Determine DOK**  **(align to instruction and assessment)** | |
| **Ask, answer, describe, write, recount, demonstrate, identify and locate** | * **Explain** the impact **cause and effects** of acid rain, air pollution and the Chernobyl Nuclear Disaster on the economies and population of Europe. * **Locate** **and identify** on a world and regional political-physical map: Danube River, Rhine River, English Channel, Mediterranean Sea, European Plain, the Alps, Pyrenees, Ural Mountains, Iberian Peninsula, and Scandinavian Peninsula. * **Locate**  **and identify** on a world and regional political-physical map the countries of Belgium, France, Germany, Italy, Poland, Russia, Spain, Ukraine, and United Kingdom. * **Understand and describe** that Nuclear power, or nuclear energy, is the use of exothermic nuclear processes, to generate useful heat and electricity: The Nuclear plants in the Ukraine were created as a way of eliminating the use of fossil fuels to cut down on pollution.   **Common Core Connection: ELACC6-8RH7** Students will integrate visual information with other information in print or digital texts. | **DOK Levels** | **DOK Ceiling** |
| **Cause and Effect**  **Create**  **Compare**  **Organize**  **Summarize**  **Differentiate**  **Critique** | **3** |

**Pre-Planning Worksheet**

**TAPS 1, 2**

|  |  |  |
| --- | --- | --- |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Activities and Questions** | **Resources**  **(on/offline)** |
| **2** | * How has the geography of Europe impacted the human characteristics of the region? * What and where are the major physical and political features of Europe?  1. What are the 4 regions that make up the United Kingdom? 2. Which countries make up the British Isles? 3. Where does the Danube River begin? Where does it end? 4. Which two countries does the English Channel separate? 5. What landform divides European Russia from Asian Russia? | Textbooks, computer, primary and secondary resources   * On a blank map, identify physical features and countries of Europe.   [Europe Maps- World Atlas.com](http://worldatlas.com/aatlas/world.htm)  Geographic Resources: Sites for online maps   * Outline Maps and Map Tests- Maps provided by: [www.worldatlas.com](file:///C:\Users\User\Downloads\www.worldatlas.com) * Physical Maps- Maps provided by   <http://www.freeworldmaps.net>   * Regional Maps- CIA Factbook   <https://www.cia.gov/library/publications/the-world-factbook/>   * Extensive Map Collection- provided by The University of Texas.   <http://www.lib.utexas.edu/maps/map_sites/hist_sites.html#europe> |
| **2-3** | * What environmental concerns do countries in Europe face? * How are specific European countries addressing specific environmental concerns (acid rain in Germany, and air pollution in England)? * How has the nuclear disaster that occurred in Chernobyl, Ukraine affected the region and other surrounding areas? | Textbooks, computer, primary and secondary resources; powerpoint presentation |
| **2** | • What are the strategies that people use to solve the problems of pollution and other environmental issues?  • What consequences resulted from the nuclear disaster in Chernobyl? | Textbooks, computer, primary and secondary resources:   * [Fallout From Cherynobyl- National Geographic Xpeditions Lesson Plans](http://www.nationalgeographic.com/xpeditions/lessons/14/g68/fallout.html) * [Map of Ukraine](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=europe&Rootmap=ukrain&Mode=d&SubMode=w) * Chernobyl Power Plant- Ukraine Article   <http://www.epa.gov/radiation/rert/chernobyl.html>   * Background on Chernobyl Nuclear Plant Accident   <http://www.nrc.gov/reading-rm/doc-collections/fact-sheets/chernobyl-bg.html>   * Images of the effects of Chernobyl nuclear disaster <http://www.theatlantic.com/infocus/2011/03/the-chernobyl-disaster-25-years-ago/100033/> |
| **3** | * What environmental concerns do countries in Europe face? * How are specific European countries addressing specific environmental concerns (acid rain in Germany, and air pollution in England)? * How has the nuclear disaster that occurred in Chernobyl, Ukraine affected the region and other surrounding areas? | Textbooks, computer, primary and secondary resources:   * [Fallout From Cherynobyl- National Geographic Xpeditions Lesson Plans](http://www.nationalgeographic.com/xpeditions/lessons/14/g68/fallout.html) * [Map of Ukraine](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=europe&Rootmap=ukrain&Mode=d&SubMode=w) * Chernobyl Power Plant- Ukraine Article   <http://www.epa.gov/radiation/rert/chernobyl.html>   * Background on Chernobyl Nuclear Plant Accident   <http://www.nrc.gov/reading-rm/doc-collections/fact-sheets/chernobyl-bg.html>   * Images of the effects of Chernobyl nuclear disaster <http://www.theatlantic.com/infocus/2011/03/the-chernobyl-disaster-25-years-ago/100033/> |
| **DOK Level**  **TAPS 2, 3, 4, 5** | **Possible Aligned Assessment Items/Tasks** | **Resources**  **(on/offline)** |
| **3** | * Write a paragraph explaining the issues and how effectively or ineffectively the country has handled the problems. | Media Center research materials; atlas; online and physical textbook; internet. |
| **3** | Complete Choice task on the environmental Issues in the United Kingdom; Germany and Ukraine:  Choice task will consist of (students will choose 1): 1. Written response, using research on Acid Rain and Air pollution. 2. Students will create a picture book showing illustrations of the causes and effects of Acid Rain and Air pollution. Students will then summarize how Acid Rain and Air pollution usually exist together. | Media Center research materials; atlas; online and physical textbook; internet. |
|  | * Write a letter to the government stating the effects of the disaster on your life, questioning the government as to why citizens were not immediately notified of the nuclear meltdown, and expressing your concerns for the future. * Participate in a mock TV panel. | * [Fallout From Cherynobyl- National Geographic Xpeditions Lesson Plans](http://www.nationalgeographic.com/xpeditions/lessons/14/g68/fallout.html) * [Map of Ukraine](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=europe&Rootmap=ukrain&Mode=d&SubMode=w) * Chernobyl Power Plant- Ukraine Article   <http://www.epa.gov/radiation/rert/chernobyl.html>   * Background on Chernobyl Nuclear Plant Accident   <http://www.nrc.gov/reading-rm/doc-collections/fact-sheets/chernobyl-bg.html>   * Images of the effects of Chernobyl nuclear disaster <http://www.theatlantic.com/infocus/2011/03/the-chernobyl-disaster-25-years-ago/100033/> |
|  | * Complete European Environmental Issues Chart. Analyze. Write a paragraph explaining the issues and how effectively or ineffectively the country has handled the problems. | * [Fallout From Cherynobyl- National Geographic Xpeditions Lesson Plans](http://www.nationalgeographic.com/xpeditions/lessons/14/g68/fallout.html) * [Map of Ukraine](http://www.nationalgeographic.com/xpeditions/atlas/index.html?Parent=europe&Rootmap=ukrain&Mode=d&SubMode=w) * Chernobyl Power Plant- Ukraine Article   <http://www.epa.gov/radiation/rert/chernobyl.html>   * Background on Chernobyl Nuclear Plant Accident   <http://www.nrc.gov/reading-rm/doc-collections/fact-sheets/chernobyl-bg.html>   * Images of the effects of Chernobyl nuclear disaster <http://www.theatlantic.com/infocus/2011/03/the-chernobyl-disaster-25-years-ago/100033/> |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Standards (Primary)** | | | | **DOK (Ceiling)** | | | **Integrated** | |
| All Enduring Understandings | | | | 2-4 | | |  | |
| **KNOW/UNDERSTAND** | **Essential Question/Enduring Understanding:**  **TAPS 2, 3**  See above in possible aligned activities | | | | | | | |
| **KNOWLEDGE & SKILLS**  (Key Vocabulary) | | | | | | | |
| **Vocabulary- Tier 1**  ***Words using to teach Tiers 2-3***   * physical features * Danube River * Rhine River * English Channel * Mediterranean Sea * European Plain * Alps * Pyrenees * Ural Mountains * Iberian Peninsula * Scandinavian Peninsula * Belgium * France * Germany * Italy * Poland * Russia * Spain * Ukraine * United Kingdom | | **Vocabulary Tier 2**  ***Academic vocabulary across content-areas***   * Acid rain (in Germany) * Air pollution (in U.K.) * Nuclear disaster (in Chernobyl, Ukraine) * Chernobyl, Ukraine * Atmosphere * Land evacuation * Cancer * Radioactive * Radiation * Air currents * Population density * Maps * Population density map * Climate map * Natural resource map * Physical map * Siberia | | | **Vocabulary Tier 3**  ***Content-specific, domain-specific***   * Permanently frozen * Inhibits * Sea lanes * Formidable obstacles * Terrain * Vegetation * Contamination * Sulfur deposits * Power stations (industry and power generation) * Vehicle emissions   **TAPS 2, 3, 5** | | |
| **Pre-assessment to Inform Instruction**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Assessment for Learning** or **Assessment of Learning**  Enduring Understanding Assessment  Students will identify all parts of Enduring Understandings and create a written response  **TAPS 2, 3, 4** | | | | | | | |
| **DO** |  | **Content** | | | **Process** | | | **Product** |
| **Advanced** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led | | | Complete choice tasks—individual and collaborative |
| **Ready** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to | | | Students will complete assignments based on inquiry and individualized learning and instruction; less teacher directed and more student-led with some support when needed. | | | Complete choice tasks—individual and collaborative |
| **Need Prerequisites** | Students will be reviewed on basic prior knowledge on topics drawing from real-life situations that they can relate to. | | | Students will complete assignments based on inquiry and individualized learning and instruction; teacher will assist; however, will allow for individual progress once students reaches understanding of topic. | | | Complete choice tasks—individual and collaborative  These will be guided and more teacher assisted |
| **Steps to Deliver the Lesson Using WICOR** https://my.avid.org/_images/helper_mascot.pngAVID®  **TAPS 2, 3, 5, 6, 8** | | | | | | | | |
| **Engage**  (Hook, introduction to lesson concepts)  ***WICOR:*** | **Mini-Lesson**  Think-Pair-Share  KWL  Close Reading  Partner Reading | | | | | | | |
| **Explore/Explain**  (teaching content all students need to know, understand and be able to do as determined by unpacked standard)  ***WICOR:*** | Teacher will introduce; explain and analyze PowerPoint/video or presentation, students will use primary and secondary sources to complete assignments.  Students will write a response to the assigned topic  Students will create their own questions to the reading and writing assigned topics and explain in their own words  Students will collaborate with peers their responses, and as well as activities assigned and/or chosen to complete  Students are to write their assignments in their agendas and ask for clarification when needed for organization  Students are assigned reading tasks from various primary and secondary sources | | | | | | | |
| **Enrich/Elaborate**  (differentiation of process )  ***WICOR:*** | .  Students will complete a choice task based on their chosen level of rigor  Students will also engage in using various graphic organizers to engage in the process of learning (ex: Environmental Issues Graphic Organizer) | | | | | | | |
| **Evaluation**  (Formative assessment)  ***WICOR:*** | Students will be assigned a multiple choice and written response assessment | | | | | | | |
| **Resources** | Media Center research materials, internet  Textbooks, computer, primary and secondary resources  Online atlas; online textbook | | | | | | | |

**Monday- Introduced to Europe map; identify political and physical features on a map; this is placed in notebook; students are to complete for HW if not completed in class; students are to also prepare for NB check on Wednesday. Please include map in notebook.**

**Tuesday-Students complete another blank political and physical map of Europe with identify the key features identified in the standards. Afterwards, students will attach map in notebook (at this point, students should have 2 completed Europe maps). Students will choose 4 physical and 4 political features in Europe that they are required to know and write a 2-3 sentence response on the relative and absolute locations of these features. Additionally, students are to draw and color these physical features (this will their mini project related to political and physical features); due Thursday.**

**Wednesday- Students are introduced to environmental issues in Europe and are given an EI Graphic Organizer; today, will focus on specifically air pollution. Students will complete cornell notes; the EQ and review the EU for this environmental issue. Additionally; student will complete choice task for class work.**

**Thursday-Students are introduced to acid rain and complete cornell notes; the EQ and review the EU for this environmental issue. Additionally; student will complete choice task for class work. Both Wednesday and Thursday’s choice task should be included in notebook.**

**Friday-6th Assessment on Enduring Understandings and Europe map; after test, student’s are introduced to the Environmental issue of the nuclear disaster in the Ukraine. Students will complete cornell notes and choice task that will be due on Monday if not completed in class.**